Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Roosevelt ISD		1406 CR 3300

Mailing address line 2	City	State	ZIP Code
	Lubbock	TX	79403

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
152908	Roosevelt High School – 001 Roosevelt Junior High – 041 Roosevelt Elementary - 101	17	19	033143801

Primary Contact

First name	M.I.	Last name	Title
Kayla		Morrison	Assistant Superintendent

Telephone #	Email address	FAX #
806-842-3282 ext. 102	kmorrison@roosevelt.k12.tx.us	806-842-3266

Secondary Contact

First name	M.I.	Last name	Title
Jimmy		Parker	Superintendent

Telephone #	Email address	FAX #
806-842-3282 ext. 101	jparker@roosevelt.k12.tx.us	806-842-3266

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jimmy		Parker	Superintendent

Telephone #	Email address	FAX #
806-842-3282	jparker@roosevelt.k12.tx.us	806-842-3266

Signature (blue ink preferred)	Date signed
Jimmy Parker	1-20-2014

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Schedule #1—General Information (cont.)

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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	Schedule #2—Required Attachments and Provisions and Assurances
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Roosevelt ISD is participating in the NIET SEED (Supporting Effective Educator Development) Grant in collaboration with Texas Tech University that is beginning implementation this spring. Roosevelt ISD was financially unable to participate at the full implementation mode of this grant and this will ultimately interfere with the ability of grant administrators to be successful with every teacher, as opposed to only struggling teachers. We would use these funds of the EEIP grant to do a full implementation of the SEED grant and add the appropriate number of Master teachers to each campus and repurpose teacher leadership in the district and pay stipends to Mentor teachers to provide the appropriate working ratio during the grant time. We understand the need to improve educator effectiveness in our school and know that the implementation and training of our teachers on use of the TAP rubric will improve student performance and support the collaborative campus culture that will allow our teachers to grow and use the teaching strategies that are offered. Working with our high percentage of economically disadvantaged students does allow for teachers to have many strategies in their "tool belt" to insure better student performance and achievement.

Induction and Mentoring: The core element of the TAP rubric is the career path, which will distribute school and instructional leadership and create different job expectations and responsibilities for different types of teachers. Teachers will collaborate to establish specific responsibilities performance standards for master, mentor and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. Master and mentor teachers will be selected through intensive interviews from a hiring committee and are expected to have a good record of increasing student achievement, excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. The full implementation requires 1:15 ratio for the Master teacher and 1:8 for the Mentor teacher and the SEED grant only pays for one Master and Mentor at each campus, which does not meet those ratios as can be seen in our demographics. Teachers will meet weekly with their Master and Mentor teachers for collaboration and training purposes.

Evaluation: Members of the TAP Leadership team (principal, asst. principal, master and mentor teachers) will conduct classroom observations (announced and unannounced) four or more times a year. To ensure the *rigor* of these observations, the TAP Leadership Team (TLT) must undergo training and annual certification in the use of these evaluation standards. The rubric is shared and explained with teachers during early implementation stages and provides them with the standards to which they will be held accountable before they are evaluated. Teachers will have a "pre-conference" with their evaluator to discuss expectations and areas of focus. There will be a "post-conference" session to discuss the findings. These cognitive coaching sessions offer teachers the opportunity to develop a plan for building on their teaching strengths and improving their weaknesses. Additionally, teachers must SELF-REFLECT and score each component of the lesson. The importance of having the correct ratio between Master, Mentor and Career teachers is very important in this area so that each career teacher will have the same amount of time and evaluations and equal opportunities are provided for each.

Professional Development and Collaboration: The TAP system incorporates both strategies that research studies have found to be potentially effective – collaborative learning teams and instructional coaching. But TAP takes the next critical step by helping schools create an

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infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teacher and students. Teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet WEEKLY to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After each cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. This system provides teacher with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data and led by expert instructors. All PD is driven by careful analysis of student and teacher needs on each individual campus. Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that an take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching.

Strategic Compensation and Retention; Recruitment and Hiring: Texas Tech University is using the TAP rubric in their College of Education teacher preparation program (Tech-Teach) and those students like the system and are used to the individual feedback and growth opportunities it provides. We feel that being a "TAP" school will be a recruitment tool to attract those effective graduates from this high performing educator preparation program to Roosevelt School District. We would like to compensate teachers with a retention stipend if they qualify via the eligibility criteria. This stipend would be paid to teachers in the following fall after their commitment to stay in the TAP district had been made clear. This supplemental compensation would reward them for their willingness to assume more responsibility and take on more leadership roles with their colleagues and students. The SEED grant provides for one Mentor teacher per campus and we need a 1:8 ratio to implement this system most effectively. Teachers will receive a stipend for being a Mentor teacher to compensate them for their increased responsibilities and preparation time. Again, in the SEED grant, there is one Master teacher per campus and with the number of teachers that are on each campus an additional Master teacher is needed in Elementary and High School. These EEIP funds would provide those Master teachers plus a stipend to compensate them for their additional responsibilities and preparation time.

Career Pathways: A core element of the TAP system is the career path, which includes master, mentor and career teachers. Multiple career paths incentivize teachers to take on new leadership roles and additional responsibilities with corresponding increase in pay. In this system, "career" teachers are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and help to form the TAP Leadership Team, along with the Principal, to deliver school-based professional support and conduct classroom observations. They are also responsible for providing professional development through cluster group meetings, providing classroom support for observations, demonstrating lessons, conducting pre- and post-conferences and providing individualized support.

Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 152-908 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$386700	$	$386700	$386700	$	$386700
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$	$0	$0	$	$0
Schedule #9	Supplies and Materials (6300)	6300	$0	$	$0	$0	$	$0
Schedule #10	Other Operating Costs (6400)	6400	$13884	$	$13884	$13884	$	$13884
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$	$0	$0	$	$0
	Total direct costs:		$400584	$	$400584	$400584	$	$400584
	Percentage% Indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$400584	$	$400584	$400584	$	$400584

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$400584	$400584
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$40058	$40058

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

	Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 152-908			Amendment # (for amendments only):		
	Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher – Master Teachers	2	0	$100000	$100000
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator – Master Teacher stipends	2	0	$16000	$16000
7	Teacher supervisor – Mentor Teacher stipends	4	0	$14000	$14000
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18			Subtotal employee costs:	$130000	$130000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay - for Mentor teachers		$7200	$7200
20	6119	Professional staff extra-duty pay – retention incentive pay		$200000	$200000
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$49500	$49500
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$256700	$256700
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$386700	$386700

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration **Grant Management Resources** page

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 152-908		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$13884	$13884
Grand total:		$13884	$13884

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 152-908			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1055	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	40	3.8%	Attendance rate	96.4%
Hispanic	554	52.5%	Annual dropout rate (Gr 9-12)	1.7%
White	439	41.6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	92.6%
Asian	4	0.4%	TAKS commended 2011 performance, all tests (sum of all grades tested)	26.5%
Economically disadvantaged	768	72.8%	Students taking the ACT and/or SAT	53.7%
Limited English proficient (LEP)	36	3.4%	Average SAT score (number value, not a percentage)	1410
Disciplinary placements	42	0.4%	Average ACT score (number value, not a percentage)	21.2

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	9.0	10.0%	Bachelor's degree	69	76.7%
White	78.0	86.7%	Master's degree	19	21.1%
Asian	0	0%	Doctorate	2	2.2%
1-5 years exp.	18	20%	Avg. salary, 1-5 years exp.	32557	N/A
6-10 years exp.	23	25.6%	Avg. salary, 6-10 years exp.	36838	N/A
11-20 years exp.	22	24.4%	Avg. salary, 11-20 years exp.	44934	N/A
Over 20 years exp.	16	17.8%	Avg. salary, over 20 years exp.	49349	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	49	80	91	81	67	86	67	77	99	77	78	77	64	62	1055
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	49	80	91	81	67	86	67	77	99	77	78	77	64	62	1055

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	5	6	6	6	6	6	7	7	7	7	7	8	8	89
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3	5	6	6	6	6	6	7	7	7	7	7	8	8	89

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Schedule #13—Needs Assessment

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roosevelt ISD uses the formal needs assessment process by collaboration with the Campus and District Site-Based Decision Making Committees. Needs have been identified by these committees and the RISD Administrators along with the NIET SEED grant coordinators and Texas Tech professors and College of Education Dean to focus on the following:

1. A new element of rigor and professionalism in teaching. RISD has the need to change some teacher's classroom practices so that highly effective instruction is being delivered. The new State Accountability system is driving this need for our school district. All three campuses did achieve a "Met Standard" rating for this past year but understand that the passing standing is still at the original Phase-In 1 standard. We would not meet the standard at the Phase-in 2 standard in some tested areas. We feel that the implementation of this TAP system, with such individualized coaching and attention, will increase the professional culture on our campuses.
2. Reflection of teaching practices. In the TAP system teachers will be videoed, will have pre- and post-conferences before announced evaluations, will be trained on each indicator of the TAP rubric, and will have the responsibility to help develop a plan for themselves based on their strengths and weaknesses. Teachers will share successful strategies in their cluster meetings with other teammates.
3. Improve student achievement. As stated, RISD did "Meet Standards" but did not fair well with Level III percentages or on scores that would pass at the Recommended Level II that will be implemented over the next 3-4 years. Teachers should be trained in strategies demonstrated by master teachers and used with students that challenge them with higher order thinking skills, hence, improving their test scores.
4. Targeted Professional Development. Teachers make known the need for individualized, targeted and focused professional development. This system will allow for weekly opportunities for each teacher to get this coaching from their Principal, Master or Mentor teacher. Cluster meetings will provide the training to guide the teacher with best practices and research-based teaching strategies.
5. Teacher compensation. This District cannot pay salaries that are higher than neighboring districts but hope to offer some compensation with an incentive pay for teachers that are dedicated and committed to the TAP system and Roosevelt ISD.
6. Teacher Leadership roles and Career pathways. This system will allow Roosevelt to showcase the leadership qualities of Master and Mentor teachers and compensate them with stipends for their efforts.

The prioritization of needs is based on test scores and information from the State Accountability System and Texas Academic Performance Report. We feel we must change some teaching formats to be successful in the system.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A new element of rigor and professionalism in teaching.	This would be achieved through the TAP system by FULL implementation so that Master and Mentor teachers could work with their teachers through Professional Development, cluster meetings, and individualized/targeted conferences. With the proper ratio of teachers per Master or Mentor then each one would receive a substantial amount of attention to achieve their professional goals
2.	Improve student achievement.	Talented teachers are a critical factor in improving student achievement, especially in a high percentage of low socio-economic students in this school district. The system strives to make teacher excellence the cornerstone of the school transformation. Implementing this coaching/evaluation system will encourage teachers to learn, improve and enhance right along with their students.
3.	Reflection of teaching practices.	Full implementation of the TAP system will allow for the opportunity for teachers to use the conference times to reflect on the fair and meaningful evaluations that are based on clearly defined, research-based standards. It allows for teachers to measure academic growth and attribute it to the **impact** the school or teacher has had on student learning. Our teachers must realize the IMPACT they have on the everyday learning of our students.
4.	Targeted Professional Development.	This need is critical so that teachers get on-site, ongoing, job-embedded professional development via WEEKLY cluster meetings and pre- and post-conferences with their Master and Mentor teachers. Master and mentor teachers can help teachers brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas and review/discuss how a lesson went.
5.	Teacher compensation.	This grant would allow us to compensate teachers for their efforts in transforming their teaching methods and their commitment and dedication to Roosevelt ISD and the TAP system that is being implemented.

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Schedule #14—Management Plan

County-district number or vendor ID: 152-908 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	29 years experience in Education. Has been at RISD for the past 20 years. BS, Master's, and Superintendent Certification. Job duties include: testing coordinator, curriculum director, federal and state programs and personnel.
2.	High School Principal	15 years total experience – 10 teaching and 5 in Administration and at RISD. Has implemented Positive Behavior Initiative Support system at RHS and RJH as Asst. Principal. Has implemented Leadership, Scholarship and Citizenship at RHS to decrease discipline and increase student self-esteem. Master's in Instructional Leadership
3.	Junior High Principal	19 years experience – all at RISD. BS and Master's and Superintendent certification. Has Reading and History teaching certificates, ESL and GT, too. Important component of the PBIS system and is doing foundational work for teacher improvement and change
4.	Elementary Principal	9 years of education experience – 5 teaching and then 4 in Administration at RISD. Certificates: EC-4, 4-8 Social Studies, 8-12 History, EC – 12 SPED. Has Master's in Management and Human Relations and Principal Certification. Instrumental in strong PBIS program on campus
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Establish TAP Leadership Team	1.	Develop qualification criteria for Master and Mentor teachers	4/1/2014	5/31/2014
		2.	Establish Hiring Committee	4/1/2014	5/31/2014
		3.	Hire Master and Mentor teachers for the TLT	4/1/2014	5/31/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Training of all staff involved	1.	Attend TAP training in summer	6/1/2014 6/1/2015	7/31/2014 7/31/2016
		2.	Train teachers for cluster meetings and TAP rubric	8/15/2014 8/15/2015	5/31/2015 5/31/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Appropriate Implementation of TAP system	1.	Members of TLT attend meetings	5/1/2014	8/31/2015
		2.	Staff involved in cluster meetings	8/15/2014	5/31/2015
		3.	Teachers use conference times for reflection	8/27/2014	5/31/2015
		4.	TLT will determine recipients of incentive pay	6/1/2015	8/31/2015
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Evaluation	1.	Meetings with Project Direction and Coordinator	6/1/2014	8/31/2016
		2.	Teacher data review	9/1/2014	8/31/2016
		3.	Regular student data review	9/1/2014	8/31/2016
		4.	District/TTU review program at RISD	6/1/2015	8/31/2016
		5.	Summative student and teacher data review	6/1/2015	8/31/2016
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD uses the Site-Based Decision making committee for monitoring the attainment of goals and objectives. In this particular situation, the Principal has explained this SEED grant that implements the use of the TAP rubric to each campus' staff. The process that will be used, Master and Mentor, and Career teacher responsibilities have been described and the entire situation about the teacher evaluation system changing in Texas has been discussed. The Board of Trustees has been informed of the grant and the opportunities that are there to help us transform our campuses for the most effective teaching. All of the data gathered during this process will be reviewed yearly in campus level and district level site-based committee meetings so that results are transparent to school and community members. These results will be communicated to staff in professional development days before school starts. The Board of Trustees will be presented with data in the Fall of each grant year and all other stakeholders will be informed via the school website. Data will support decisions made by the TAP leadership team and training will reinforce activities that are used in Professional Development.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD is already implementing this system via the SEED grant but cannot do so at full implementation. These grant funds will allow full implementation of the NIET model. TAP is the longest-sustained and most successful effort to radically transform teacher evaluation using multiple measures, including student achievement gains and has been tried and tested with thousands of teachers in real school setting over a significant period of time. It is our plan to implement, train and follow through on the TAP system on our campuses and will continue the use of the TAP rubric or the similar product after the PDAS evaluation tool has been replaced by the State. We are striving to redesign the ways our teachers are teaching in the classrooms and will support that change with the evaluation and individualized coaching from Master and Mentor teachers. Having the FULL implementation number of Master and Mentor teachers per campus will help ensure the project's success by giving each teacher the appropriate amount of time and coaching needed to complete their transformation. The burden of all those evaluations is not solely on the Principal but is shared by the Master and Mentor teachers in the ratio of 1:15 and 1:8. Master teachers will also take the lead in providing support for teachers to improve and make significant improvements in student achievement. Teachers will be well prepared for observations and will value the professional support we provide. This should help the participants remain committed to the district because they will understand the level of support being provided and will appreciate the increases in student achievement and test scores. The teacher compensation is a small token but does show that the District appreciates the efforts and dedication of their employees.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher performance is measured by classroom observations 4-6 x/year by trained observers	1.	The skills, knowledge, and responsibilities a teacher exhibits as evaluated during classroom observations using a research-based rubric
		2.	The value-added gains the teacher produces in his or her classroom's achievement
		3.	The value-added gains the school produces in student achievement
2.	Regular Student and Teacher Data Review	1.	Will occur during cluster meeting
		2.	Summative Teacher Evaluation Data will be reviewed
		3.	Summative Student Growth Measure will be reviewed
3.	On-site School Review	1.	Assess School compliance with the TAP model
		2.	
		3.	
4.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school review measures how fully and effectively the TAP system is being implemented at a school site. The quantitative review includes practices and outcomes related to training and certification and basic implementation and structure of the four TAP elements (Multiples Career Paths; Ongoing, Job-Embedded Professional Development; Instructionally Focused Accountability and Performance-Based compensation). Roosevelt is not participating in Performance-Based compensation but is planning on compensation for retention with the District. The qualitative review includes practices and outcomes related to cluster group operations, master/mentor instructional leadership, and principal leadership. The qualitative review also examines cluster group meeting records and leadership team meeting logs.

One of the core principles of TAP is that instructional effectiveness should be measured partly in terms of the contribution that the teacher and the school make to student achievement, using a method called value-added assessment. This represents a revolution in educational accountability. The differences between pretest and posttest scores are often called gains. This is a common assessment strategy, used by many teachers to measure how well students in their classrooms are learning. Value-added assessment expands this concept to an entire year's learning, and uses annual achievement test scores as the pretest and posttest. The essence of value-added assessment is simply to use gains or growth in student achievement to measure the instructional performance of teachers and schools.

Annual data collection at the school level — e.g., principal and teacher surveys, student achievement gains, teacher evaluation data management systems and reports on TAP outcomes.
An on-site School Review to assess school compliance with the TAP model will occur between the TLT, NIET (SEED grant providers) and Texas Tech University (partner of Roosevelt ISD with SEED grant).

Any problems with project delivery will be identified in weekly cluster meetings and then conveyed to the NIET SEED grant project director and coordinator that will be on-site monthly or whenever needed and then corrected with their guidance. Information will be conveyed to clusters via the weekly meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360-degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to demonstrate expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

Master and mentor teacher training

As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time

The master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings. Master teachers will receive an $8000 stipend and Mentor teachers will receive $3500.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards.* The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability.

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Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5 point scale.

Evaluating Teachers

Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

Figure X: Indicator from the Standards - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the

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average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator from the Responsibilities survey.

Figure 7: Indicator on the Responsibilities Survey - "Growing and Developing Professionally"

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level.* TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Additional factors. All teachers' evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.
Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards* (*Standards*) establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale. The scores from the four or more observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional teacher evaluation systems.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The districts' master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting.

Participating schools and districts included in this project are committed to implementing this high-impact model of professional development

Unlike the fragmented and disconnected approach to professional development still common in most schools, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked

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and refine it further if necessary.

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?

- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?

- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previous discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals
Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data *from students in the school building* are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.
Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.
These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP

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network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system requires a teacher career path component comprised of master teachers, mentor teachers, and career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Master teachers have responsibilities and job expectations in addition to those of career teachers. The same is true for mentor teachers, but on a lesser scale than master teachers. In addition, there are certain responsibilities for career teachers in schools implementing TAP. For this reason, responsibilities for performance standards were established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. These aggregated responsibilities scores are included in the SKR portion of the TAP performance award.

Our participation in the SEED grant does not support the "Pay for Performance" based compensation from either student performance or teacher performance inside of the TAP evaluation model. While we do not wish to use your grant award to do this, we would like to provide a teacher incentive pay model. This would include the Career, Mentor and Master teachers within our system. We would like to offer these staff members an incentive to remain at RISD for their efforts and dedication to the TAP initiative. We would make these annual awards based on the following criteria:

1- Staff will have at least an average score of 2.5 within the TAP rubric itself. Each year, they must show growth within the model based upon the Summative Teacher Evaluation Data.
2- Staff will have an active participation rate of 90% in weekly Cluster meetings.
3- Staff must sign a contract and return to duty for the contract term. The incentive pay will be made in August of each year beginning in 2015. These will be divided equally among eligible participants.

RISD is not able to pay teachers at comparable salary of our larger, neighboring school districts. These incentive funds will help us to retain all staff members that are proven to be effective and have a high impact on their campus. Our basic premise is to retain those teachers that we have invested much time, effort and training to be successful in their professional capacities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. At least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, Educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In a TAP school, "career teachers" are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the master and mentor teachers are responsible for providing professional development through cluster group meetings, TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roosevelt ISD will face several programmatic challenges without the availability of the grant funds from the Educator Excellence Innovation Plan (EEIP). We did not fully understand the magnitude of implementing the TAP rubric system when we signed on with Texas Tech to participate in the SEED grant. We are, however, so very excited about being involved in the SEED grant that we were willing to deal with the programmatic challenges. These EEIP funds would supplement the SEED grant so that Roosevelt ISD could do a FULL implementation of the grant and fully implement all portions and personnel needed in the program.

Roosevelt ISD absolutely does not have the local funds to pay for two additional Master teachers and additional Mentor teacher stipends for the full implementation. Nor does RISD have the funds to send additional people to the State conferences for the required training before the new system is implemented.

Master teachers will be paid at their step on the Teacher Salary schedule plus an $8000 stipend for their added responsibilities. Those include: working closely with mentor and classroom teachers and leading weekly learning experiences called cluster meetings. Additionally, Master teachers will help develop a school academic achievement plan, work with mentor teachers and their principal for effective teacher evaluations to help improve teachers and student achievement. Mentor teachers will be paid a $3500 stipend for their added responsibilities, which include: working with master teachers and leadership while coaching classroom teachers. Also, the mentor will monitor goal setting, conduct objective evaluations and support teachers' individual growth plans and will work closely with students in the classroom. This project will be severely handicapped without the additional Master and Mentor teachers that need to be provided by the District for the full implementation.

Retention compensation will not be made available due to lack of funds. A incentive of $2000 or more will be paid to teachers that are a good participant in the weekly cluster meetings by attendance and participation and who, also, sign their contract and stay in the district each year after the 14-15 school year and for the duration of this EEIP grant.

Roosevelt is asking for funding to pay for the travel and registration fees for the additional positions to be properly trained at the National TAP Summer Institute. Without this training the Master and Mentor teachers will not be able to effectively and accurately provide professional development or evaluations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Spring 2014: We will be posting the Master and Mentor jobs, interviewing and hiring those positions this Spring. Roosevelt Admin will attend the National TAP conference in Los Angeles on March 7th – 8th (covered by SEED grant)

May 2014: Master and Mentor teacher interviews and hiring complete; Summer TAP CORE trainings will be scheduled for the Leadership Team

Summer 2014: The TAP Leadership team will attend the Summer CORE training; will also attend the TAP Summer Institute.

Fall 2014: RISD will implement TAP Best Practices and SEED Grant Requirements: including cluster meetings, teacher conferences and evaluations, professional development required and/or needed.

Spring 2015: continue with requirements of the SEED grant

Summer 2015: attend TAP conference and Year 2 trainings; determine Incentive Pay recipients to be paid in August 2015

Fall 2015 – continue with TAP system and SEED grant requirements

Spring 2016 – continue with TAP system and SEED grant requirements

Summer 2016 – attend TAP conference; determine Incentive Pay recipients to be paid in August 2016.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 152-908	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initial participation in the SEED grant was presented to the decision-making committees in early September 2013 so that Texas Tech would know that Roosevelt was willing to participate if the grant was awarded. After being informed that Texas Tech did receive the grant the Texas Tech Dean of the College of Education and a NIET representative came to Roosevelt to explain more about the grant to the administrators of the campuses. After meeting with Texas Tech personnel and the NIET staff on the logistics of the SEED grant (Supporting Effective Educator Development), the principals of Roosevelt Elementary, Junior High and High School had campus staff meetings and described what would be expected of the staff if we participated in this grant. Partial or full implementation does not really affect the career teachers that will be evaluated. According to the SEED grant, 70% of the teachers must vote to participate in the grant before implementation at that campus can occur. On each Roosevelt campus 100% of the teachers voted to participate in the grant. When we found out about the EEIP grant in December 2013, the opportunity to participate and go for the full implementation was explained to district site based members and they approved and agreed that full implementation would help us achieve our goals. They are very excited to implement these strategies in their classrooms and understand the parameters of the plan to have Master, Mentor and NIET staff in their classrooms in announced and unannounced events.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district-wide in Roosevelt ISD that includes: Roosevelt Elementary, Roosevelt Junior High and Roosevelt High School.

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